**DATE: APRIL 23rd -27 th WEEK: 32 GRADE: First**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Sharing the Planet** | **Subject Area: L2 DiffErentiated Reading** |
| **ACHIEVEMENT INDICATORS:** 1. Understands increasingly complex questions in different contexts.  2. Uses appropriate vocabulary to explain, inquire and compare during classroom activities, conversations and imaginative play in the classroom.  3. Distinguishes ending sounds of words with increasing accuracy. | |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
|  | 1  2  1  2 | **Level B. Book: “Shapes”**   1. Introduce reading strategy 5, using the card. 2. Have the children re-read the book in pairs, using reading strategy 5. 3. Model the question: “Can we paint in school?” Have the children answer, and then ask their own questions using the frame “Can we \_\_\_\_\_\_\_ in school?” 4. On p.4, point to the word ‘write’ and mime writing. Tell the children that ‘write’ is an action. Ask them to identify more actions in the book. 5. Point out the exclamation mark on the cover. Ask the children if they know what it is, discuss when we use it (it shows the end of the sentence and excitement). Have the children find more exclamation marks in the book. Practise how to read representing the exclamation mark.   **Level D. Book: “That is Math”**   1. Introduce reading strategy cards 8, 9, 10 and /or 11. Ask the chn to re-read their books at his/her own pace using the strategies. 2. Point to yourself and explain that the word ‘my’ is for things that belong to me. Show examples e.g. my hair, my eyes. Ask the children to give examples too e.g. “This is my pencil.” 3. Go to p.16. Ask the children: “What is the girl trying to tell us about Math? How does the picture show Math all over? How does learning about Math in this girl’s day help you to see Math in your day?” 4. Write one-syllable words and HFWs from the book on flash cards. Ask the children to read them, one by one, then in pairs have the children find each of the words in the text.   **Level F. Book: “Carla’s Bookcase?”**   1. Introduce strategy cards 11, 12 and/or 13. Demonstrate how to use them. Ask the chn to reread the text. 2. Prepare cards with ‘I’ ‘she’ ‘ he’ ‘we’ ‘you’ ‘they’ and ‘it’. Invite a boy and girl to join you in the middle of a circle. Say “I am in a circle”, point to the girl and say “She is in the circle”, point to the boy and say “He is in the circle”, point to everybody and say “We are in the circle”, point to some children and say “They are in the circle”. Finally put a chair in the circle and say “It is in the circle”. Have children follow your examples. 3. Ask the children what happens in the story, having them put in the correct sequence the things that Carla and her Dad do. Use the book if necessary. If an event is given out of sequence, help reform the correct sequence.   **Level G. Book: “Playing at Lily’s house”**   1. Introduce reading cards 13, 14, 15 and/16. Ask the chn to reread at their own pace. 2. Display the cover of the book and read the title. Ask “Whose house are the girls playing at?” Emphasise the correct answer: “Lily’s house”, and write it on the board. Ask the children to find objects around the classroom and say e.g. “This is María’s pen.” 3. Explain that there are lots of pictures in the book that make you think about shapes e.g. the wonton is a square, the envelope is a square. Ask the children why pictures are important in a book. Ask of them to think of other things that are those shapes. 4. Introduce punctuation, distribute cards with punctuation marks, name each mark, and make up short sentences in which the children can use some of those punctuation marks. Ask the children to raise that card if they think they can use that punctuation mark in that sentence. | Differentiated Reading Books  Index cards  Index cards | Encourage children in tier 3 to use gestures and pictures when participating in the discussions |